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ABSTRACT

All May 1977 graduates of the University of North Carolina at Chapel Hill were surveyed about their future plans and general impressions of their educational experiences. The response rate was about 46 percent and representative of the school's population, except that blacks were significantly underrepresented among respondents. Overall, about 23 percent were continuing their education, with 43 percent of those pursuing master's degrees, 41 percent pursuing professional degrees, and 15 going for doctorates. About 81 percent of those employed are permanently employed, with 50 percent, overall, employed in North Carolina. Unemployment status is also examined in detail. Respondents' ratings of 12 areas of university life show a majority of adequate or good ratings in all areas, with the highest percentage of good ratings for library resources, and the highest percentage of poor ratings for academic advising. Respondents were evenly divided in their feelings that academic standards should be higher and that there was too much emphasis on grades in their classes. The survey results are analyzed according to sex and race of the students responding, and are presented in narrative form with some tables. The survey instrument is included. (MSE

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Survey of May 1977 Graduates of The University of North Carolina at Chapel Hill

by

Timothy R. Sanford, Ph.D.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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*Removed to protect the confidentiality of the respondents.

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SUMMARY OF FINDINGS

All May, 1977 graduates of The University of North Carolina at Chapel Hill were surveyed in July, 1977 about their future plans and general impressions of their educational experiences. The response rate was 46.1% and respondents appear to be representative of all graduates with the exception that black graduates were significantly under-represented among respondents. For all graduates, 22.8% report that they are continuing their education, 56.0% report that they are working, and 21.2% report that they are neither working nor continuing their education. There are noticeable differences among graduates with different degrees; bachelors graduates show the highest percentage continuing their education (29.4%) and doctoral graduates show the highest percentage working (86.9%). Men generally report higher percentages continuing their education and working than women while women, at all degree levels, show higher percentages not working and not continuing their education. Differences among races show that black graduates have a higher percentage continuing their education (25.6%) than white (22.7%) or other minority graduates (23.3%), that white (56.7%) and other minority graduates (56.7%) have a higher percentage working than black graduates (34.9%), and that black graduates show the highest percentage not working or continuing their education (39.5%) as compared to whites (20.7%) and other minorities (20.0%). For bachelors graduates, differences in current activities being pursued are presented for the major fields in which degrees were awarded.

Of those graduates continuing their education, 43.3% are pursuing masters degrees, 41.2% professional degrees, and 15.5% doctorates. Women are more likely to be pursuing masters degrees than men, and men are much more likely to be pursuing professional degrees. For employed graduates, 80.9% report permanent employment and 60.1% report being employed in North Carolina. Women are more likely to be employed on a permanent basis and to be employed in North Carolina than men. The majority of employed graduates report being satisfied with their jobs but graduates with permanent jobs and those employed outside of North Carolina seem slightly more satisfied.

Graduates who are neither continuing their education nor working show 31.1% looking for employment but having had at least one job offer, 56.7% looking for employment but having had no previous offers, and 12.2% not seeking employment. Women have a higher percentage in the latter category (14.3%) than men (7.4%). In estimating unemployment rates for the graduates, only the category "seeking employment with no previous offers" was used and this results in an overall unemployment rate of 12.0%. Women show a higher rate (17.0%) than men (7.4%) and black graduates have a higher rate (23.3%) than white graduates (11.8%).

Respondents' ratings of twelve areas of university life show a majority of adequate or good ratings in all areas. The highest percentage of good ratings was received by library resources (79.6%) and the highest percentage of poor ratings (33.2%) was received by academic advising. Noticeable differences were evident among different groups of graduates in the ratings noted by respondents.

Impressions of graduates' experiences in Chapel Hill show that the respondents are generally quite pleased with what they found at The University. Respondents were evenly divided in their feelings that academic standards should be higher and that there was too much emphasis on grades in their classes. Most respondents feel that minority students fit in well at The University and are treated the same as other students. Differences among groups of graduates are evident in respondents' answers to these questions, also.

Survey of May, 1977 Graduates of The University of North Carolina at Chapel Hill

Information on recent graduates of colleges and universities is a valuable resource for the institution possessing it. Not only can such information help institutions in the important internal processes of planning and evaluation, but this information also serves to satisfy the well-founded curiosity of faculty, prospective students, administrators, parents, current students, and others who want to know what degree holders do after they graduate. This study of the May, 1977 graduates of The University of North Carolina at Chapel Hill (UNC-CH) was instigated as part of the continuing efforts of The University to follow its graduates after they leave the institution. The survey asked graduates about their immediate plans for working or continuing their education; it asked them to evaluate the performance of The University in meeting their needs in twelve areas of student life; and, it asked the extent to which the graduates agreed or disagreed with seven statements about campus life (see the appendix for a copy of the survey instrument). The results of the survey provide a good look at our graduates and should be of interest to a wide audience. It is suggested that anyone using this study should be careful to keep it within perspective; that is, the results represent responses of only those students who completed the survey and the format of the survey forced students to select among a finite set of responses. The explanations which respondents often attached to their surveys could not be incorporated in the data analysis and this should be kept in mind. A section of comments submitted by respondents is included in the appendix and the insights into our graduates' thoughts provided by these comments are particularly revealing.

Response Rates and Characteristics of Respondents

Three thousand, three hundred and fifty-four (3,354) degrees were conferred upon students at the May, 1977 Commencement. Surveys were sent to 3,341 of these graduates with only 13 students having overseas addresses being omitted. Twenty-seven (27) students could not be reached at any address on record at The University but this figure is probably low because undeliverable mail is not always returned to the sender. Of the 3,314 surveys which we assume were received by students, 1,528 were returned for a response rate of 46.1%. This figure includes 14 surveys which were returned too late to be included in the analysis or were not usable; hence, all analyses are based on 1,514 usable, returned surveys (45.1% of all graduates in May).

For all intents and purposes, the respondents are reasonably representative of the entire number of graduates.

Figure 1

Comparison of Respondents with All Graduates

Degree Earned	Sex	# of Respondents	% of Respondents	% of All Graduates
Bachelors	Men	523	34.9	35.9
	Women	526	35.1	33.7
	Total	1049	70.0	69.6
Masters	Men	109	7.3	7.8
	Women	156	10.4	8.5
	Total	265	17.7	16.3
Doctorate	Men	36	2.4	2.0
	Women	25	1.7	1.2
	Total	61	4.1	3.2
Professional	Men	104	6.9	9.0
	Women	20	1.3	2.0
	Total	124	8.3	11.0
TOTAL	Men	772	51.5	54.7
	Women	727	48.5	45.4
	Total	1499*	100.0	44.4

*This figure excludes 8 respondents who had received Dental Hygiene Certificates, 5 respondents who did not fill in the degree questions, and 2 respondents who omitted the sex question.

Figure 1 shows that the respondents underrepresent males and professional students (law, medical, and dental graduates) primarily although no category is greatly disproportionate. Responses by race, however, do show a serious underrepresentation of blacks among the respondents. Black students responded at a rate of 28.8% compared to non-blacks at 46.1%; blacks comprised 4.6% of all graduates but only 2.9% of the respondents. The 44 black respondents are sufficient to allow some comparison by race but not sufficient to be construed as reasonably representative of our black graduates.

In doing mail surveys the response rate is an important indicator of the validity of the findings. A response of less than 50%, as has been achieved in this study, is subject to criticism and one should review the findings presented here accordingly. Nevertheless, a low response rate is not sufficient cause in itself for abandoning a survey, and this report attempts to present the findings of this study in such a way as to acknowledge the low response rate while reviewing the analyses. With some reservation, the respondents are not greatly different from all the graduates in regard to those characteristics which are available for comparison; whether or not the respondents differ from all graduates on other characteristics cannot be determined.

A few brief words about the survey process may be informative. Computerized address labels for all May, 1977 graduates were obtained in early summer from the Office of Records and Registration. The surveys with a cover letter (see appendix) and a postage-paid, addressed return envelope were mailed in early July; first class postage was used. The green color for the survey and cover letter was selected as being different from the usual white. Our feeling is that green may not be a good color as a similar survey of 1976 graduates (in process) used a bright gold survey and achieved a higher response

rate. No follow-ups were sent but surveys returned as undeliverable by the Post Office were checked for alternative addresses and remailed when possible. The low return rate seems to indicate that a follow-up procedure might be a wise investment in future surveys. Another alternative for future surveys should be to use Business Reply Mail for the return envelopes instead of regular postage. The additional cost per returned survey (3.5 cents) only becomes excessive if the return rate is above 80%. As we are considering a follow-up survey of the respondents in the future, we did ask students to give us their name and address on the survey. While this request may have been a partial cause of our low response rate, it seems somewhat unlikely as only a dozen surveys were returned without this identifying information.

The timing of the survey, that it was sent in July immediately following the May Commencement, may not have been a judicious choice. Many respondents indicated that their plans for working or attending graduate school were still incomplete at the time of the survey, and a survey in the fall may have allowed more time for the graduates to finalize their plans. The University of North Carolina at Greensboro surveyed its May, 1977 graduates in November, 1977 in order to give its graduates time to settle their plans. Nevertheless, there are advantages to a summer survey, such as graduates remembrances of their experiences here are fresh and our addresses for graduates are more likely to be correct, and future surveys should be planned with these in mind as well.

A Profile of Graduates

Before examining the activities engaged in by the May graduates, Figures 2 and 3 present some basic information on the age and marital status of those graduates who responded to the survey. The age distribution presents no surprise, but it does suggest that this University is not attended by many "older"

students except in the doctoral programs. Extending the results of the survey to the general undergraduate population of UNC-CH, it appears that roughly 150 of the nearly 14,000 undergraduates are over age 30.

Figure 2

Percentage[1] Distribution by Age by Degree Earned of May, 1977 Graduates of UNC-CH

	AGE[2]			
Degree Earned	Younger than 24	24-30	31-40	Older than 40
Bachelors	93.7	5.3	0.9	0.2
Masters	14.3	70.2	14.7	0.8
Doctorate	0.0	56.7	35.0	8.3
Professional	1.6	91.9	4.1	2.4
TOTAL	68.2	26.0	5.0	0.8

[1]Percentages in all figures may not add to 100 because of rounding.

[2]Age not available for 23 respondents.

In looking at Figure 3 on marital status, we see some items of interest. Undergraduates are predominantly single (85.6%) and there is little difference between men and women. Masters graduates are evenly divided between being married (50.4%) and single (49.6%), but a higher percentage of men report being married (56%) than women (46.5%). For new doctorates, being married (67.2%) dominates with men again showing a much higher percentage married (80.6%) than women (48%). Professional degree graduates show an exactly even split overall, but women are more likely to be married (55%) than men (49%). It may be foolhardy to attempt to interpret these statistics, but they seem to suggest that the "working wife" syndrome may be in effect for the masters and doctoral

graduates. For the professional graduates it seems mildly surprising that a majority of the women respondents are married, and a ready explanation for this phenomenon does not come to mind. It should be noted that these statistics report marital status at the time of the survey which was the summer after graduation, so it is not possible to deduce the number of graduates who were married while they were still pursuing their degree.

Figure 3

Distribution of Graduates by Marital Status, Sex, and Degree Earned

Degree Earned	Sex	Married #	Married %	Single #	Single %	Total # of Respondents
Bachelors	Men	68	13.1	451	86.9	519
	Women	82	15.7	441	84.3	523
	Total	150	14.4	892	85.6	1042
Masters	Men	61	56.0	48	44.0	109
	Women	72	46.5	83	53.5	155
	Total	133	50.4	131	49.6	264
Doctorate	Men	29	80.6	7	19.4	36
	Women	12	48.0	13	52.0	25
	Total	41	67.2	20	32.8	61
Professional	Men	51	49.0	53	51.0	104
	Women	11	55.0	9	45.0	20
	Total	62	50.0	62	50.0	124
TOTAL	Men	209	27.2	559	72.8	768
	Women	177	24.5	546	75.5	723
	Total	386	25.9	1105	74.1	1491*

*Sufficient information not provided by 23 respondents.

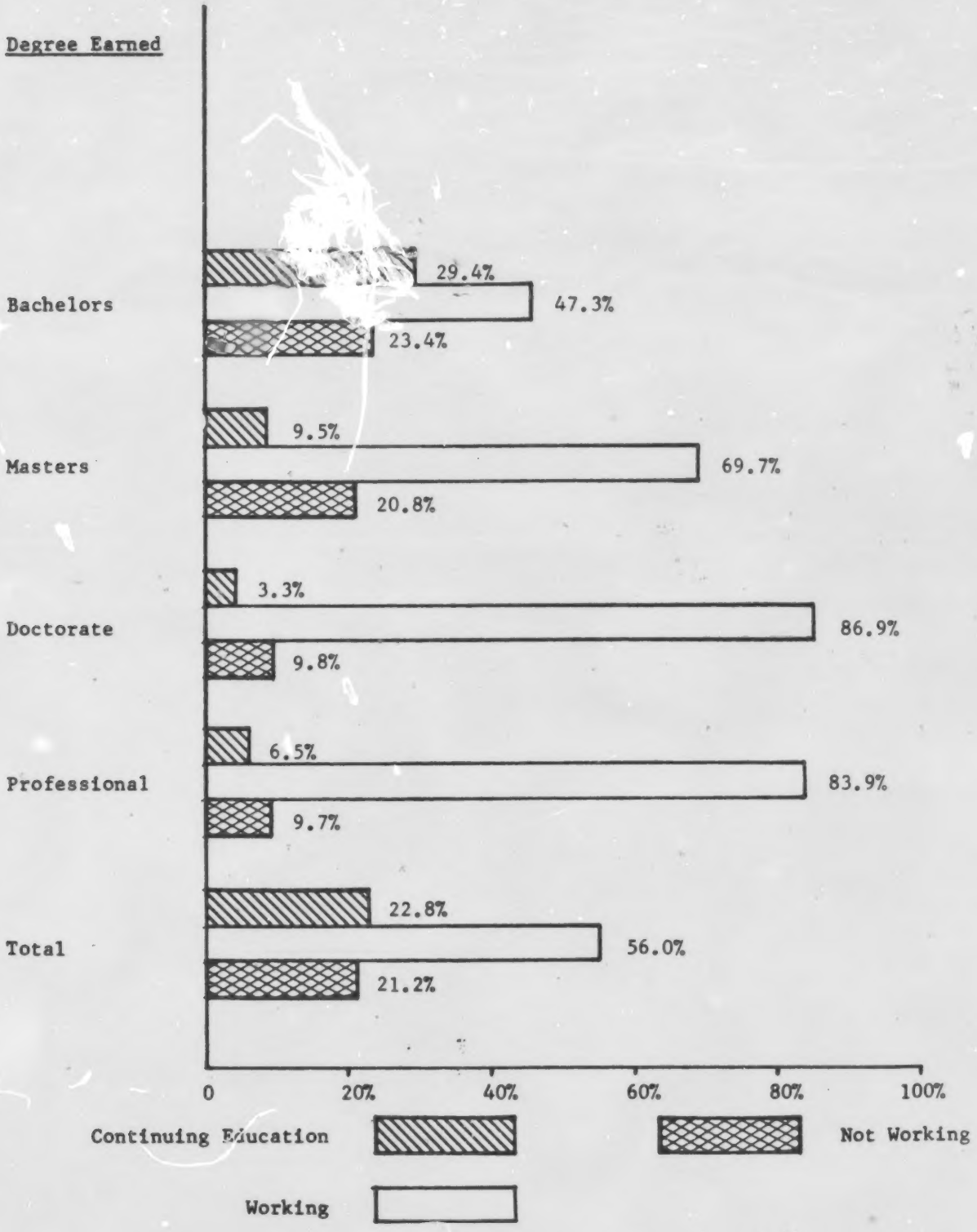
Current Activities of the May Graduates

The questionnaire listed three types of activities in which our 1977 graduates may have been engaged: 1) continuing their education, 2) working, and 3) not working. Figure 4 shows the distribution of our graduates across

Figure 4

Percentage Distribution by Degree Earned of May, 1977 Graduates of UNC-CH

Who are Continuing Their Education, Working, or Not Working



Data Source: May, 1977 Graduate Survey.

Prepared by: Office of Institutional Research, 2/78.

these three categories broken down by the degree the graduates earned in 1977. The percentage of our graduates who are continuing their education, particularly for bachelors graduates, seems somewhat low, but two factors may be complicating the statistics as presented here. First, the time of the survey may have been such that some graduates had not yet been admitted to graduate school or made a firm decision to accept an offer of admission. Second, the survey did not allow for respondents to indicate part-time attendance in educational programs in addition to full-time jobs. Both factors may combine to produce a somewhat lower percentage of our graduates continuing their education than is actually true.

Figure 5a

Current Activities of May, 1977 Graduates
by Sex and Degree Earned

		ACTIVITY						
		Continuing Education		Working		Not Working		Total
Degree Earned	Sex	#	%	#	%	#	%	#
Bachelors	Men	192	37.5	240	46.9	80	15.6	512
	Women	108	21.2	243	47.6	159	31.2	510
Masters	Men	19	17.4	82	75.2	8	7.3	109
	Women	6	3.9	102	65.8	47	30.3	155
Doctorate	Men	0	0.0	35	97.2	1	2.8	36
	Women	2	8.0	18	72.0	5	20.0	25
Professional	Men	6	5.8	92	88.5	6	5.8	104
	Women	2	10.0	12	60.0	6	30.0	20
TOTAL	Men	217	28.5	449	59.0	95	12.5	761
	Women	118	16.6	375	52.8	217	30.6	710

Figure 5a expands upon Figure 4 by adding an additional break down by sex, and it is quite informative to note the different patterns of activities en-

gaged in by men and women graduates. Of particular interest is the much higher percentage of women at all degree levels who report that they are not working. One might conjecture that this is due to sex discrimination in employment or that it merely reflects the tendency for women to delay entry into the work force in favor of raising a family. Later, data will be presented which may help to clarify this issue.

Figure 5b

Current Activities of May, 1977 Graduates
by Race and Degree Earned

Degree Earned	Race	ACTIVITY: Continuing Education #	Continuing Education %	Working #	Working %	Not Working #	Not Working %	Total #
Bachelors	White	286	29.3	468	48.0	221	22.7	975
	Black	10	32.3	8	25.8	13	41.9	31
	Other	4	25.0	7	43.8	5	31.3	16
Masters	White	21	8.5	173	70.3	52	21.1	246
	Black	1	12.5	4	50.0	3	37.5	8
	Other	3	30.0	7	70.0	0	0.0	10
Doctorate	White	2	3.6	49	87.5	5	8.9	56
	Black	0	0.0	1	100.0	0	0.0	1
	Other	0	0.0	3	75.0	1	25.0	4
Professional	White	8	6.6	102	84.3	11	9.1	121
	Black	0	0.0	2	66.7	1	33.3	3
	Other	0	0.0	0	0.0	0	0.0	0
TOTAL	White	317	22.7	792	56.7	289	20.7	1398
	Black	11	25.6	15	34.9	17	39.5	43
	Other	7	23.3	17	56.7	6	20.0	30

Figure 5b presents the information from Figure 4 adding a break down by race. (Figure A in the Appendix presents the combined data from Figures 4-5b to show current activity by race, sex, and degree earned.) Black graduates seem more inclined to continue their education after graduating, but they also seem to be overrepresented in the not working ranks. It should be noted,

though, that the low response rate for black graduates and the small number of surveys from blacks and other minorities preclude any definitive comparisons.

Figure 6 shows the distribution of bachelors graduates by major field across the three categories of current activities. Majors were coded (and are listed) using the HEGIS taxonomy and this necessitated combining majors which do not have specific HEGIS codes. The data from Figure 6 should be used somewhat cautiously because of the coding of majors and because of the small number of graduates in many major fields. Also, one should remember the relatively low response rate of the survey and the timing of the survey which may explain partially the seemingly high percentages of graduates in the not working category.

Differences in current activities pursued by bachelors graduates from the various majors offered at UNC-CH are striking despite the limitations of the data just mentioned. The three fields showing the highest percentages of graduates continuing their education are chemistry (75.0%), music (66.7%), and physics / astronomy (60%). For graduates who are working, the highest percentages are all in health majors: pharmacy (92.5%), nursing (86.0%), and other health majors (85.7%). The not working category, which includes graduates who are not looking for work as well as those who cannot find work, shows the highest percentages in physical therapy (66.7%) and RTVMP (58.3%). Other interesting details are evident in Figure 6 but need not be mentioned here. Additional information from the survey using major field as the unit of analysis is available from the Office of Institutional Research.

A brief summary of this section suggests the following, tentative conclusions for the May, 1977 graduates of UNC-CH.

Figure 6

Current Activity of May, 1977 Graduates with Bachelors Degrees, by Major Field[1]

Major Field	Continuing Education #	Continuing Education %	Working #	Working %	Not Working #	Not Working %	Total #
Area Studies	7	53.8	4	30.8	2	15.4	13
Biology	10	45.5	9	40.9	3	13.6	22
Botany	3	50.0	1	16.7	2	33.3	6
Zoology	10	40.0	9	36.0	6	24.0	25
Accounting	3	13.6	14	63.6	5	22.7	22
Business Administration	26	18.8	85	61.6	27	19.6	138
Industrial Relations	2	13.3	6	40.0	7	46.7	15
Journalism	3	7.3	25	61.0	13	31.7	41
RTVMP	3	12.5	7	29.2	14	58.3	24
Education	17	16.0	52	49.1	37	34.9	106
Physical Education	6	40.0	4	26.7	5	33.3	15
Art	2	15.4	9	69.2	2	15.4	13
Music	6	66.7	1	11.1	2	22.2	9
Dramatic Art	1	20.0	3	60.0	1	20.0	5
Foreign Language	5	33.3	6	40.0	4	26.7	15
Nursing	1	2.0	43	86.0	6	12.0	50
Pharmacy	2	5.0	37	92.5	1	2.5	40
Physical Therapy	0	0.0	4	33.3	8	66.7	12
Dental Hygiene	2	13.3	8	53.3	5	33.3	15
Public Health	0	0.0	1	50.0	1	50.0	2
Other Health Majors	1	14.3	6	85.7	0	0.0	7
English & Speech	22	41.5	22	41.5	9	17.0	53
Philosophy & Religion	3	33.3	3	33.3	3	33.3	9
Mathematics	12	44.4	13	48.1	2	7.4	27
Physics & Astronomy	6	60.0	1	10.0	3	30.0	10
Chemistry	45	75.0	8	13.3	7	11.7	60
Geology	1	25.0	1	25.0	2	50.0	4
Psychology	31	46.3	20	29.9	16	23.9	67
Recreation Administration	6	16.2	16	43.2	15	40.5	37
Economics	9	40.9	10	45.5	3	13.6	22
History	22	45.8	18	37.5	8	16.7	48
Political Science	21	46.7	13	28.9	11	24.4	45
Sociology	2	11.8	8	47.1	7	41.2	17
Other Social Sciences	3	27.3	7	63.6	1	9.1	11
Interdisciplinary Studies	3	21.4	9	64.3	2	14.3	14
TOTAL	296	29.0	483	47.4	240	23.6	1019[2]

[1]Double majors were listed on the survey by 97 respondents, but each respondent was counted only under the first major listed.

[2]This figure excludes 8 respondents who received Dental Hygiene Certificates and 22 respondents who did not provide sufficient information.

1) For bachelors graduates about one-third continue their education with men and blacks showing higher percentages; not quite half get jobs; about one-quarter report they are not working with women and blacks being somewhat overrepresented here. Differences across major fields are significant but the limitations of the data must be remembered when using this information.

2) Masters graduates are less inclined to continue their education than are bachelors graduates with about one in ten reporting continued enrollment. A much higher percentage of women masters graduates report not working than men.

3) Graduates with doctorates report primary activity in the work category. Once again, however, women are over-represented in the not working category.

4) Professional degree holders (law, medical, and dental graduates) also fall mainly into the work category with a few reporting continued enrollment in educational programs. Women are more likely to report their status as not working.

Graduates Continuing Their Education

For graduates continuing their education, the questionnaire asked for the institution the graduates would attend, their field of study, the degree they were pursuing, and whether or not they would receive some type of scholarship or grant financial assistance. Because of the volume of data collected on institutions attended and field of study enrolled in, most of

this information is not included in this report; such information is available from the Office of Institutional Research. This report focuses on the degree which the graduates are pursuing, whether or not they received aid, and the institutions attended by graduates pursuing doctorates, law degrees, and medical degrees (M.D.).

Figure 7

Degree Pursued by May, 1977 Graduates by Degree Earned

	DEGREE PURSUED						
	Masters		Doctorate		Professional		Total
Degree Earned	#	%	#	%	#	%	#
Bachelors	135	45.0	29	9.7	136	45.3	300
Masters	1	4.0	22	88.0	2	8.0	25
Doctorate	1	50.0	1	50.0	0	0.0	2
Professional	8	100.0	0	0.0	0	0.0	8
TOTAL	145	43.3	52	15.5	138	41.2	335

Figure 7 shows the new degrees being pursued by our graduates who are continuing their education. It is somewhat interesting that two doctoral degree holders are seeking additional advanced degrees and that eight professional graduates are pursuing masters degrees. Figure 8 expands Figure 7 by adding a break down by sex. The major feature which emerges when the sexes are separated is that women bachelors graduates are almost twice as likely to pursue masters degrees and half as likely to pursue professional degrees than men (this is among the group continuing their education only). The extent to which these figures represent social stereotyping, discriminatory admissions policies, or merely differences in personal preference cannot be determined by the data, but the large difference is striking.

A break down of degrees pursued by race is presented in the Appendix

(Figure 8), but because of the small number of minority graduates who responded to the survey, this information may not be too useful.

Figure 8

Degree Pursued by May, 1977 Graduates by Sex and Degree Earned

Degree Earned	Sex	DEGREE PURSUED: Masters #	Masters %	Doctorate #	Doctorate %	Professional #	Professional %	Total #
Bachelors	Men	64	33.3	21	10.9	107	55.7	192
	Women	71	65.7	8	7.4	29	26.9	108
Masters	Men	1	5.3	17	89.5	1	5.3	19
	Women	0	0.0	5	83.3	1	16.7	6
Doctorate	Men	0	0.0	0	0.0	0	0.0	0
	Women	1	50.0	1	50.0	0	0.0	2
Professional	Men	6	100.0	0	0.0	0	0.0	6
	Women	2	100.0	0	0.0	0	0.0	2
TOTAL	Men	71	32.7	38	17.5	108	49.8	217
	Women	74	62.7	14	11.9	30	25.4	118

Regarding the awarding of scholarship/grant financial assistance to our graduates who are continuing their education, Figure 9 shows the percentage of graduates receiving such awards broken down by the type of degree being pursued. While it is somewhat difficult to interpret this information (for instance, who knows if these figures represent adequate support for graduate students?), it is encouraging to note the high percentage of doctoral students (82.7%) who indicate that they have been awarded scholarships or grants. For professional students the picture is much less encouraging, but this may merely indicate the prevailing tendency for fellowship assistance to be provided primarily in graduate non-professional programs. It should be noted that Figure 9 and the actual question as used on the survey do not tell us much

about other types of financial assistance which students may receive. Probably the most prominent type of assistance which graduate students often receive, and which is not included, is the teaching or research assistantship. Unless respondents to the survey are including assistantships in their positive responses to this question, it may be wise for future surveys to ask about this type of assistance, also.

Figure 9

Scholarship/Grant Awards to May, 1977 Graduates
Continuing Their Education by Degree Being Pursued

	AWARDED SCHOLARSHIP OR GRANT		
Degree Being Pursued	Yes	No	Unsure
Masters	35.2%	37.2%	27.6%
Doctorate	82.7%	3.8%	13.5%
Professional	20.9%	47.5%	31.7%
TOTAL	36.6%	36.3%	27.1%

The remainder of this section takes a brief look at the actual institutions our graduates are attending for those students enrolled in law school or medical school or who are seeking doctorates. In all three categories a large percentage of the students are pursuing degreees at UNC-CH (law - 42.3%, medicine - 61.5%, doctorate - 49.1%), but a wide variety of well-respected institutions are represented. Figure 10 shows the institutions attended and number of our graduates attending for all three categories.

Figure 10

Institutions Attended by May, 1977 Graduates Seeking Law, Medicine, or Doctoral Degrees

LAW		MEDICINE		DOCTORATES	
Institution	# Attending	Institution	# Attending	Institution	# Attending
Campbell	3	Duke	2	Claremont Grad School	1
Columbia	1	Indiana U., Bloomington	1	Columbia	1
Dickinson	1	Medical College of Georgia	2	Cornell	1
Duke	3	U. Chicago	1	Florida State	1
Emory	4	U. Louisville	1	Harvard	1
Harvard	1	U. Minnesota	1	Michigan State	1
Samford	2	U. Mississippi	1	Northwestern	1
St. John's	1	UNC-CH	24	Penn State	1
St. Mary's	1	U. Washington	1	Princeton	2
Stetson	1	Wake Forest	3	S. Illinois U.	1
U. Alabama, Birmingham	1	Washington U.	1	Stanford	1
U. Cincinnati	1	Unspecified	1	U. California, Berkeley	1
U. Florida	1	TOTAL	39	U. Chicago	1
U. Georgia	1			U. Colorado	1
U. Louisiana	1			U. Illinois, Urbana	1
U. Mississippi	1			U. Minnesota	1
UNC-CH	30			UNC-CH	26
U. Tulsa	1			U. Oregon	1
U. Virginia	1			U. Rochester	1
Wake Forest	11			U. S. Florida	1
Yale	2			U. Washington	1
Unspecified	2			U. Wisconsin, Madison	5
				Vanderbilt	1
TOTAL	71			TOTAL	53

Working Graduates

The survey asked graduates who were employed to indicate if they were employed on a permanent or temporary basis and if their work were located in

North Carolina, other southeastern states, or elsewhere. Figure 11 presents the graduates' responses to these questions, and it is interesting to learn that 80.9% report permanent employment and 60.1% report employment in North Carolina. Doctoral graduates have the highest percentage of employed respondents working outside of North Carolina (60.4%) and professional degree graduates are second highest (48.1%). For temporary employment, professional graduates show the highest percentage (30.8%) on a temporary basis followed by doctoral graduates (26.4%). For professional graduates, however, this figure on temporary employment may be inflated due to the internships engaged in by medical graduates which are neither permanent nor temporary employment. An additional break down by sex is included in Figure 12.

Figure 11

Type and Place of Employment for May, 1977 Graduates by Degree Earned

TYPE AND PLACE OF EMPLOYMENT

Degree Earned	Permanent in NC		Permanent in SE		Permanent Elsewhere		Temporary in NC		Temporary in SE		Temporary Elsewhere	
	#	%	#	%	#	%	#	%	#	%	#	%
Bachelors	258	53.4	76	15.7	54	11.2	63	13.0	12	2.5	20	4.1
Masters	88	47.8	31	16.8	50	27.2	11	6.0	1	0.5	3	1.6
Doctorate	12	22.6	12	22.6	14	26.4	9	17.0	1	1.9	5	9.4
Professional	42	40.4	11	10.6	19	18.3	12	11.5	7	6.7	13	12.5
TOTAL	400	48.5	130	15.8	137	16.6	95	11.5	21	2.5	41	5.0

For all men, 78.8% report permanent employment, of those graduates who are employed, as compared to 83.5% of women. For place of employment regardless of type, 54.6% of the men work in North Carolina while 66.7% of the women do.

Figure 12

Type and Place of Employment for May, 1977 Graduates by Sex and Degree Earned

		TYPE AND PLACE OF EMPLOYMENT											
		Permanent in NC		Permanent in SE*		Permanent Elsewhere		Temporary in NC		Temporary in SE*		Temporary Elsewhere	
Degree Earned	Sex	#	%	#	%	#	%	#	%	#	%	#	%
Bachelors													
	Men	116	48.3	40	16.7	36	15.0	31	12.9	7	2.9	10	4.2
	Women	142	58.4	36	14.8	18	7.4	32	13.2	5	2.1	10	4.1
Masters													
	Men	30	36.6	18	22.0	27	32.9	5	6.1	0	0.0	2	2.4
	Women	58	56.9	13	12.7	23	22.5	6	5.9	1	1.0	1	1.0
Doctorate													
	Men	9	25.7	7	20.0	9	25.7	5	14.3	1	2.9	4	11.4
	Women	3	16.7	5	27.8	5	27.8	4	22.2	0	0.0	1	5.6
Professional													
	Men	38	41.3	9	9.8	15	16.3	11	12.0	6	6.5	13	14.1
	Women	4	33.3	2	16.7	4	33.3	1	8.3	1	8.3	0	0.0
TOTAL													
	Men	193	43.0	74	16.5	87	19.4	52	11.6	14	3.1	29	6.5
	Women	207	55.2	56	14.9	50	13.3	43	11.5	7	1.9	12	3.2

*Southeastern states other than North Carolina.

Women graduates with bachelor's degrees are the most likely group to find work in North Carolina as 71.6% of this group indicates some type of work within the state.

Figures on type and place of employment for the different races are not very meaningful as only 15 blacks and 17 other minorities report being employed. For comparative purposes, though, black graduates show 86.7% with permanent employment and 60.0% employed in North Carolina. Other minority graduates report 82.4% permanent employment and the same percentage employed within the state. These figures compare to 80.8% of white graduates with permanent employment while 59.6% are employed in North Carolina.

One question which might arise in considering these figures is whether or not the graduates with temporary employment were forced, perhaps because of job market constraints, to take less than permanent positions. While the data are not available to answer this question directly, it is possible to see if our graduates are pleased with their jobs and, thus, get a sense of whether or not those who are in temporary positions are there out of necessity or choice.

Figure 13 presents the responses of our graduates who were employed to the question, "Are you satisfied with your employment offer?". With the exception of graduates at the professional level who show a higher degree of satisfaction among those graduates in temporary employment, it seems clear that graduates in permanent positions are more satisfied with their jobs than are graduates with temporary positions. Possibly, the difference for professional graduates reflects the internships for medical doctors which would probably be satisfactory, temporary positions. Bachelors graduates in temporary positions are the least satisfied with their employment and masters graduates in temporary jobs rank a close second. It is interesting, neverthe-

less, that a clear majority of graduates at all degree levels and with both types of jobs report being satisfied with their employment. Potentially this could mean that the job market is not as bad as one would believe, or it could mean that the graduates were simply pleased to get a job regardless of what it was like.

Figure 13

Satisfaction with Employment of May, 1977 Graduates by Type of Employment and Degree Earned

		SATISFACTION WITH EMPLOYMENT						
		Satisfied		Not Satisfied		Not Sure		Total
Degree Earned	Type of Employment	#	%	#	%	#	%	#
Bachelors	Permanent	312	81.7	18	4.7	52	13.6	382
	Temporary	54	58.7	24	26.1	14	15.2	92
	Total	366	77.2	42	8.9	66	13.9	474
Masters	Permanent	143	85.6	10	6.0	14	8.4	167
	Temporary	9	69.2	3	23.1	1	7.7	13
	Total	152	84.4	13	7.2	15	8.3	180
Doctorate	Permanent	33	89.2	3	8.1	1	2.7	37
	Temporary	12	80.0	2	13.3	1	6.7	15
	Total	45	86.5	5	9.6	2	3.8	52
Professional	Permanent	63	90.0	2	2.9	5	7.1	70
	Temporary	31	96.9	0	0.0	1	3.1	32
	Total	94	92.2	2	2.0	6	5.9	102
TOTAL	Permanent	551	84.0	33	5.0	72	11.0	656
	Temporary	106	69.7	29	19.1	17	11.2	152
	Total	657	81.3	62	7.7	89	11.0	808 [1]

[1] Sixteen respondents did not answer the satisfaction question.

Another question which might be associated with this information is how satisfied are graduates working in North Carolina compared to those working outside the state. For all graduates in both permanent and temporary employment, 77.7% of those working in North Carolina report being satisfied

with their jobs as compared to 86.9% of those working outside of North Carolina. Separating permanent and temporary employment, one finds a higher percentage in both categories of those working in other states who express satisfaction with their jobs (permanent - 81.3% in state, 88.1% out of state; temporary - 62.0% in state, 81.7% outside of state). In looking at the differences across degree levels, the same pattern emerges, with some exceptions, that graduates working outside of North Carolina are more likely to be satisfied with their employment than graduates working within the state. While one might hypothesize a number of possible explanations for this finding (such as, the low average pay found in N.C., the lure of "greener pastures" for people raised in the state, etc.), anyone attempting to interpret this finding should proceed with caution because of the relatively low response rate to the survey and the very unspecific nature of the question on job satisfaction. Complete information is presented in Figure C of the Appendix.

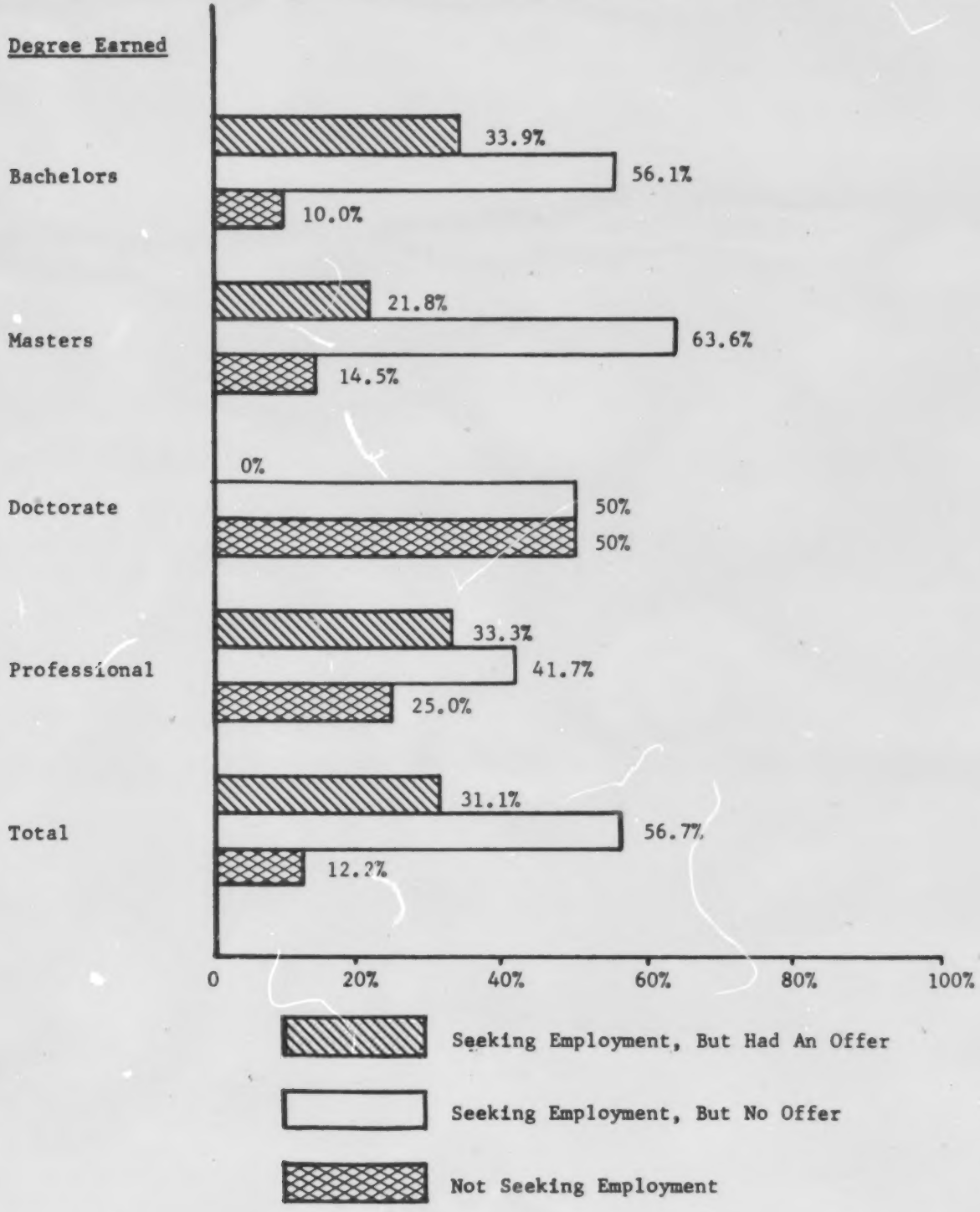
Graduates Not Working and Not Continuing Their Education

Graduates who did not say that they were working or continuing their education were asked to report if they were seeking employment and had been offered a job, if they were seeking employment but had not had any offers, or if they were not seeking employment for some reason. Information was provided by 312 respondents (21.2%) and their responses are presented in Figure 14.

Except for graduates with doctorates, most respondents report that they are seeking employment but have not had an offer for a job. This group of graduates could be interpreted as truly unemployed because graduates not seeking work or who had refused an offer may be seen as having had some choice

Figure 14

Situation of May, 1977 Graduates of UNC-CH Who are Not Employed and Not Continuing Their Education; Percentage Distribution by Degree Earned



Data Source: May, 1977 Graduate Survey.

Prepared by: Office of Institutional Research, 2/78.

in determining their current not-working status. Comparing this group to the total respondents, one finds an unemployment rate of 12.0% for all graduates. By degree earned, the rates are: 13.1% bachelors, 13.3% masters, 4.9% doctorate, and 4.0% professional.

Figure 15 presents similar information with a break down by sex, and two points of interest are evident. First, men tend to be somewhat more likely than women to be seeking employment without having had at least an offer of a job. Second, women are somewhat overrepresented in the group reported as not seeking employment for some reason. Conclusions from the information arrayed in Figure 15, however, need to be stated tentatively because of the small number of respondents at the masters, doctoral, and professional level.

Figure 15

Situation of May, 1977 Graduates Who Are Not Employed and Not Continuing Their Education by Sex and Degree Earned

Degree Earned	Sex	Seeking Job, Had Offer #	Seeking Job, Had Offer %	Seeking Job, No Offer #	Seeking Job, No Offer %	Not Seeking Employment #	Not Seeking Employment %	Total #
Bachelors	Men	27	33.8	48	60.0	5	6.3	80
	Women	54	34.0	86	54.1	19	11.9	159
Masters	Men	2	25.0	6	75.0	0	0.0	8
	Women	10	21.3	29	61.7	8	17.0	47
Doctorate	Men	0	0.0	1	100.0	0	0.0	1
	Women	0	0.0	2	40.0	3	60.0	5
Professional	Men	3	50.0	1	16.7	2	33.3	6
	Women	1	16.7	4	66.7	1	16.7	6
TOTAL	Men	32	33.7	56	58.9	7	7.4	95
	Women	65	30.0	121	55.8	31	14.3	217

Again using only the group who are seeking employment and have had no offers, unemployment rates are 7.4% for men and 17.0% for women. Across degree levels the rates vary but women consistently show a higher rate

unemployed:

Bachelors	-	Men	9.4%,	Women 16.9%
Masters	-	Men	5.5%,	Women 18.7%
Doctorate	-	Men	2.8%,	Women 8.0%
Professional	-	Men	1.0%,	Women 20.0%

Before continuing this analysis to differences in unemployment between blacks and whites, it must be emphasized that the small number of blacks in the survey renders any comparisons by race extremely unreliable. Such comparisons are interesting and informative, but they may not be representative of all the May, 1977 graduates.

Of the graduates who are not working and not continuing their education, 35.3% of the blacks report they have had at least one job offer (31.1% for whites), 58.8% report that they are seeking employment but have had no offers (57.1% for whites), and 5.9% report that they are not seeking employment (11.8% for whites). Using just those graduates who report no job offers, the unemployment rate for the black graduates across all degree levels is 23.3% as compared to 11.8% for white graduates. Certainly these figures are not encouraging, but we should remember that only 28.8% of the black graduates participated in the survey while 46.1% of the white graduates did; perhaps the other 71.2% of the black graduates did better in finding jobs.

While general employment figures are being considered and before continuing to analyze the remaining data collected in the survey, it may be interesting to see if our graduates who report that they are not working and not continuing their education are any different in the way they view their experiences at UNC-CH than are our graduates who did find jobs. Three statements from the survey, to which graduates were asked to note the extent of their agreement, were selected to look at possible differences in attitude between employed and non-employed graduates.

"I have been disappointed with my experiences at Carolina." Responses to this statement (note that agreeing with the statement indicates disappointment) indicate that our non-employed graduates were more disappointed with their experiences here. For graduates at all degree levels, 10.2% noted some agreement with the statement among the non-employed group as compared to 5.6% of the employed graduates. A similar difference exists at each of the four degree levels represented in the survey, so it would seem that not being able to find a job has some influence on the way in which one views his/her experiences in college.

"I am glad that I chose to attend this University." Differences in agreement with this statement are not as consistent or large; 5.8% of the non-employed graduates at all degree levels disagreed with the statement as compared to 4.5% of the employed graduates. Perhaps graduates who do not find jobs are glad they came here at the same time that they are somewhat disappointed with the experiences they had here.

"I would encourage a good friend to choose Carolina." Once again there appears to be little difference in the extent to which employed and non-employed graduates agree with this statement, and most graduates would encourage a friend to come to Chapel Hill (92.5% of the non-employed and 94.3% of the employed graduates). In looking at graduates at the different degree levels, however, some striking differences appear in the responses to this statement. Non-employed, professional graduates show 36.4% disagreeing with the statement, but only 5.9% of the employed graduates disagree. At the doctoral level, 16.7% of the non-employed disagree with the statement while 7.8% of the employed graduates do. Since these figures are so out of line with those of graduates with other degrees and from other questions, it seems possible that some other influence may be reflected in this information.

While the responses to these statements indicate varying degrees of difference between employed and non-employed graduates, the overall response from both groups of graduates was overwhelmingly positive in regard to their attitudes towards The University. It may be that this is more important than are slight differences between groups of graduates.

Graduates' Ratings of University Life

In addition to asking graduates to indicate their plans for working or continuing their education, the survey asked the May, 1977 graduates to rate the performance of The University in meeting their needs in twelve areas of university life. The findings indicate some areas of strong satisfaction and dissatisfaction among the graduates and may be of interest to members of the university community who are involved in particular areas. Before presenting the findings a word of caution is in order. The responses to the survey indicate that respondents were reacting to the special set of circumstances they encountered during their enrollment at UNC-CH, and, as such, the responses may not reflect a general rating of any particular area of university life. For instance, in rating the performance of The University in meeting students' needs in the area of student financial aid, most respondents seemed to be rating the general performance of the Student Aid Office. However, from comments that were added by some respondents, it is clear that some graduates were rating the performance of their department in getting them teaching assistantships and that these students had no idea of the services offered by the Student Aid Office. Similarly, the area, athletic activities, was interpreted to mean inter-collegiate athletics by some respondents (comment -- "who can complain when the basketball team ends up second in the nation?") while other respondents answered the question in terms of the availability of athletic

facilities for all students (comment -- "the swimming pool should be open longer for general swimming"). With this reservation in mind the ratings of the respondents to the survey can be useful as well as interesting.

The survey presented respondents with four alternatives in rating areas: good, adequate, poor, and don't know. As the final alternative provides little information, it is not included in the data which follow; the number of respondents who selected this alternative will be noted, however.

Figure 16 presents the ratings of all graduates who responded to the survey. Note that those respondents who answered "Don't know" or who left the question blank are excluded in calculating the percentages of students rating the twelve areas as good, adequate, or poor. Three areas, extracurricular activities, social life, and athletic activities, appear somewhat different from the other nine areas as these three relate more to the social side of university life and are subject to less direct administration by The University. All three areas are rated good by a majority of respondents, but it is mildly surprising that a greater majority do not rate the social environment of the campus as good.

The other nine areas which respondents were asked about tended to be rated by most students as adequate rather than good or poor. Two exceptions are the areas of library resources and student financial aid which tend to be rated good by the graduates. Library resources were rated good by 79.6% of the respondents and this rating is the highest received in any of the twelve areas. Student financial aid was rated good by 43.4% of the respondents (note that 48.7% of the respondents did not rate this area) while the other seven areas were rated good by less than 30% of the respondents.

Negative ratings are equally as interesting as good ratings but cautious interpretation must be used here primarily because of the limited nature of

Figure 16

Ratings of 12 Areas of University Life by May, 1977 Graduates

Area	RATING: Good #	Good %[1]	Adequate #	Adequate %[1]	Poor #	Poor %[1]	Don't Know #	Don't Know %[2]
Student Financial Aid	337	43.4	268	34.5	171	22.0	738	48.7
Academic Advising	247	17.2	712	49.6	477	33.2	78	5.2
Library Resources	1183	79.6	291	19.6	13	0.9	27	1.8
Personal Counseling	218	19.8	554	50.4	327	29.8	415	27.4
Admissions Procedures	422	29.7	825	58.1	172	12.1	95	6.3
Student Housing	270	22.7	642	54.1	275	23.2	327	21.6
Registration Procedures	297	20.1	744	50.5	443	30.1	40	2.6
Extracurricular Activities	806	59.0	515	37.7	46	3.4	147	9.7
Career Planning	353	28.1	624	49.6	280	22.3	257	17.0
Social Life	924	66.2	417	29.9	55	3.9	118	7.3
Help with Course Work	307	25.3	753	62.1	152	12.5	302	19.9
Athletic Activities	932	69.4	359	26.7	52	3.9	171	11.3

[1]These percentages are of the total number of respondents who indicated good, adequate, or poor only.

[2]This percentage represents those respondents who did not check either good, adequate, or poor.

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the survey. The area of academic advising earns the dubious distinction of having the greatest percentage of ratings in the poor column (33.2%). Following closely are registration procedures (30.1%) and personal counseling (29.8%) while three other areas had poor ratings greater than twenty percent: student housing (23.2%), career planning (22.3%), and student financial aid (22.0%). In interpreting these negative ratings, it is clear that some of the graduates felt that their needs were not being met in these areas; however, from this survey it is not possible to infer confidently that the respondents actually were rating those university offices connected with the areas listed. As an example consider the career planning area which might be taken to infer that respondents were rating the performance of the Career Planning and Placement Office in Hanes Hall. Quite possibly a number of respondents were considering this office but it is impossible to know for sure, and some added comments by respondents indicate that they were not thinking of this office. Thus, while negative ratings indicate an unmet need of the graduates, they may not necessarily reflect directly on the services which The University provides.

The ratings presented in Figure 16 represent all respondents to the survey but they do not show differences which may exist among different groups of graduates. As it seems plausible that differences do exist among graduates, such as between men and women, the following discussion takes the data from Figure 16 and adds categories for sex and degree earned of the respondents. Race is also considered, but in a more limited manner because of the small number of minority graduates who responded to the survey. Note that the figures exclude respondents who checked the "don't know" category or who left the items blank.

The ratings by sex and degree earned for the student financial aid area are displayed in Figure 17; clearly there are differences in ratings among

different groups of students. While there are some differences in the ratings given by men and women, for the most part these ratings are quite similar.

Figure 17

Percentage Distribution of Ratings of the Student Financial Aid Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING[1]								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	42.6[2]	43.2	42.9	39.1	27.8	33.5	18.3	29.1	23.6
Masters	45.3	49.1	47.5	36.0	38.0	37.2	18.7	13.0	15.3
Doctorate	60.6	52.4	57.4	30.3	42.9	35.2	9.1	4.8	7.4
Professional	29.4	11.1	27.3	32.4	44.4	33.8	38.2	44.4	39.0
TOTAL	42.3	44.7	43.4	36.7	32.1	34.5	20.9	23.3	22.0

[1]Respondents checking "Don't know" or omitting this item were excluded from the percentage calculations in Figures 17-27.

[2]Percentages are calculated by sex within degree category; for example, the 42.6% figure reports that 42.6% of male respondents with bachelors degrees rated the student financial aid area good.

It is interesting that women tend to assign both more good and more poor ratings in this area. When one looks at differences across degree levels, however, some very noticeable differences are apparent. Graduates with doctorates strongly rate the student financial aid area as good while professional degree graduates show more of an inclination to give poor ratings. A possible explanation for these findings parallels the caution about interpreting these statistics which was mentioned earlier. The ratings of both doctoral and professional graduates may reflect the respondents' own experiences more than they represent ratings of the Student Aid Office. Doctoral students, for example, may be more likely to receive financial assistance from their departments in the form of graduate

assistantships and professional students may be less likely to receive such assistance. Recalling the finding presented previously that 82.7% of our graduates who are pursuing doctoral degrees report some type of scholarship or grant award as compared to only 20.9% of the graduates pursuing professional degrees (Figure 9), it should not be surprising to find that doctoral graduates tend to rate the student aid area good and professional students tend more to a poor rating even though these two findings refer to different institutions. One might surmise from these findings that additional resources need to be made available to professional students, at least as far as professional students and graduates are concerned.

Differences in the ratings of student financial aid by race, combining men and women and the four degree levels, show that blacks tend to give somewhat poorer ratings than do whites or other minority students. Percentages of black respondents checking the "good" category are 32.4 as compared to 43.6 for white and 58.8 for other minorities. Poor ratings were given by 26.5% of black respondents while 22.1% of white respondents and 11.8% of other minorities gave this rating.

Figure 18

Percentage Distribution of Ratings of the Academic Advising Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	14.3	13.6	14.0	52.3	48.7	50.5	33.4	37.6	35.5
Masters	28.8	28.0	28.3	51.0	46.7	48.4	20.2	25.3	23.2
Doctorate	37.1	43.5	39.7	51.4	26.1	41.4	11.4	30.4	19.0
Professional	10.1	5.3	9.3	48.3	47.4	48.1	41.6	47.4	42.6
TOTAL	17.0	17.4	17.2	51.6	47.5	49.6	31.5	35.0	33.2

Remembering that the academic advising area showed the highest percentage of poor ratings from respondents (Figure 16), the data arrayed in Figure 18 provide some helpful elaboration of this finding. Women at all degree levels tend to rate academic advising as poor more than do men, and professional and bachelors graduates of both sexes also give more poor ratings than do masters and doctoral graduates. Differences by race in the rating of the academic advising area show that a majority of the May, 1977 black graduates, combining sexes and degree levels, rate this area as poor (53.7%) as compared to 32.9% of white graduates and 17.2% of other minorities. This finding certainly seems to indicate that black graduates do not feel that their need for academic advising assistance was met during their enrollment here.

In considering the area of library resources, the large majority of graduates rating this area as good precludes the need for presenting additional data in this report. Preliminary figures of the ratings of library resources by sex and degree earned show very little difference between men and women or across the four degree levels.

Figure 19

Percentage Distribution of Ratings of the Personal Counseling Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	16.7	17.3	17.0	53.2	52.7	52.9	30.1	30.0	30.1
Masters	26.0	36.0	31.9	45.5	39.6	42.0	28.6	24.3	26.1
Doctorate	29.2	35.7	31.6	62.5	50.0	57.9	8.3	14.3	10.5
Professional	16.4	0.0	14.1	41.1	50.0	42.4	42.5	50.0	43.5
TOTAL	18.5	21.3	19.8	51.0	49.8	50.4	30.6	28.9	29.8

Before discussing the findings on ratings of the personal counseling area (Figure 19), mention should be made of the rather nebulous nature of the data on this area. When the question was composed on the survey, the intention was to see how graduates rated the general services of The University in meeting students' needs for personal counseling. Whether or not the respondents to the survey were considering the University Counseling Center (formerly the Guidance and Testing Center) cannot be determined, but the ratings of this area need to be carefully considered before any definite conclusions are reached. Students seeking personal counseling may turn to their roommate, residence hall advisor, a faculty member, or professional counselors, and the inexact wording of the question makes it nearly impossible to know what the respondents were thinking of when they rated this area.

The findings in Figure 19 show considerable variation in the ratings of the personal counseling area across degree levels with slight variation between the sexes. Bachelors and professional graduates show a greater percentage of poor ratings with correspondingly fewer good ratings. Doctoral graduates are the least dissatisfied in this area as only 10.5% rated personal counseling as poor. Perhaps the close personal relationships which doctoral students usually develop with their faculty advisors could explain their comparatively higher satisfaction in this area.

Differences among races show that black graduates are considerably more dissatisfied with this area of university life as 55.6% checked poor ratings as compared to 28.2% of white graduates and 26.3% of other minorities. While this finding may have some meaning for The University, one should remember that blacks were underrepresented in survey respondents.

In looking at the area of admissions procedures, Figure 20 shows little dissatisfaction among the May, 1977 graduates even when sex and degree earned

are considered. Women professional graduates evidence the highest percentage of poor ratings (21.2%) while women doctoral graduates show the highest percentage of good ratings (64.0%).

Figure 20

Percentage Distribution of Ratings of the Admissions Procedures Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	26.5	26.8	26.6	63.0	59.8	61.4	10.5	13.4	12.0
Masters	39.4	35.6	37.2	53.8	51.0	52.2	6.7	13.4	10.7
Doctorate	38.7	64.0	50.0	48.4	28.0	39.3	12.9	8.0	10.7
Professional	31.3	26.3	30.4	52.1	52.6	52.2	16.7	21.1	17.4
TOTAL	29.5	30.0	29.7	59.6	56.6	58.1	10.9	13.4	12.1

Ratings of the admissions procedures area across races show that minority graduates seem more satisfied than white graduates; poor ratings were given by 9.8% of the black respondents, 6.9% from other minorities, and 12.3% of white respondents. Realizing that the rather general nature of the question and the low response rate of black graduates make this finding somewhat inconclusive, the comparatively lower percentage of poor ratings from the black and other minority respondents may be some slight indication, nevertheless, that The University's efforts to recruit minority students are being appreciated by those students.

Despite the conflict which often appears to be going on between students and the Housing Office, respondents to the survey do not express great dissatisfaction with this area of university life. Except for doctoral graduates, a clear majority note adequate ratings and fewer than one in four respondents,

combining sexes and degree levels, rate the area poor. Doctoral graduates are the least satisfied as 39.4% rated student housing as poor, and male doctoral graduates show the highest percentage of poor ratings (47.6%) of any of the groups included in Figure 21. Perhaps the lower rating among masters, doctoral, and professional graduates is due, as some respondents suggested, to the relative paucity of student housing for married students and students with families.

Figure 21

Percentage Distribution of Ratings of the Student Housing Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	23.9	24.5	24.2	58.6	50.4	54.6	17.5	25.1	21.2
Masters	21.8	15.7	18.4	54.5	50.0	52.0	23.6	34.3	29.6
Doctorate	19.0	25.0	21.2	33.3	50.0	39.4	47.6	25.0	39.4
Professional	14.7	0.0	13.0	55.9	66.7	57.1	29.4	33.3	29.9
TOTAL	22.5	23.0	22.7	57.1	50.6	54.1	20.3	26.4	23.2

When differences across races are examined, black graduates show the lowest percentage of poor ratings (7.3%) and the highest percentage of good ratings (29.3%) while the corresponding rates for white graduates are 23.6% poor, 22.4% good and for other minorities, 30.8% poor and 26.9% good.

The area of registration procedures shows the second highest percentage of poor ratings from all respondents across the twelve areas listed in the survey. Nevertheless, one should not forget that seventy percent of all respondents rated this area as good or adequate. Examining the data in Figure 22, one

sees that bachelors graduates (particularly women) show the most dissatisfaction with this area, and that women doctoral graduates are the most satisfied. Differences in rating of the area of registration procedures by race show little of significance.

Figure 22

Percentage Distribution of Ratings of the Registration Procedures Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	12.6	14.2	13.4	55.9	51.0	53.4	31.5	34.8	33.2
Masters	39.8	34.7	36.8	43.5	42.0	42.6	16.7	23.3	20.5
Doctorate	22.9	44.0	31.7	51.4	36.0	45.0	25.7	20.0	23.3
Professional	26.0	42.1	28.6	44.0	47.4	44.5	30.0	10.5	26.9
TOTAL	18.7	20.3	19.5	52.4	48.5	50.5	28.9	31.2	30.1

Figure 23 shows the distribution of ratings of the extracurricular activities area. Except for women doctoral graduates, bachelors graduates appear to be the most satisfied with the range of extracurricular activities available in Chapel Hill. At every degree level, women show a greater percentage of poor ratings than do men, and women masters graduates show the highest percentage of poor ratings (7.9%). These figures seem to indicate that most students are content with extracurricular activities at The University although variation between sexes and across degree levels does exist.

Black graduates, combining sexes and degree levels, show the highest percentage of poor ratings (17.5%) as compared to white graduates (2.8%) and other minorities (10.0%). Despite the low response rate of minority graduates, it seems fairly clear that this area of university life could be improved from the

perspective of the minority graduate.

Figure 23

Percentage Distribution of Ratings of the Extracurricular Activities Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	68.0	58.1	63.2	30.3	38.8	34.4	1.8	3.1	2.4
Masters	53.2	36.0	43.8	41.5	56.1	49.5	5.3	7.9	6.7
Doctorate	46.4	61.9	53.1	50.0	33.3	42.9	3.6	4.8	4.1
Professional	53.5	46.7	52.6	41.4	46.7	42.1	5.1	6.7	5.3
TOTAL	63.3	54.0	59.0	34.0	41.9	37.7	2.7	4.1	3.4

The area of career planning shows a great deal of variation, primarily across degree levels, in ratings from respondents. Professional and masters graduates have much higher percentages of poor ratings than do bachelors and doctoral graduates. With some exceptions, women tend to give both more poor and more good ratings than do male graduates. As in the other areas which have been presented, these findings need to be interpreted cautiously because it is not clear that all respondents are rating the same aspects of the area of career planning. Several graduates of the law school, for example, comment that the law school needs to develop a better job placement service for its graduates. On the other hand, though, it seems likely that many respondents were rating the Career Planning and Placement Office. Because of this ambiguity, these findings should be regarded as informative but not definitive.

In examining differences in the ratings of this area by race, no striking contrasts are found. Black graduates show ratings of 20.5% good, 53.8% adequate, and 25.6% poor; white graduates show 28.4% good, 49.2% adequate, and

22.3% poor; and, other minorities show 23.1% good, 61.5% adequate, and 15.4% poor.

Figure 24

Percentage Distribution of Ratings of the Career Planning Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	27.0	33.6	30.4	56.4	45.7	50.9	16.6	20.7	18.7
Masters	28.4	25.4	26.6	44.4	41.0	42.4	27.2	33.6	31.0
Doctorate	20.0	31.6	25.0	64.0	57.9	61.4	16.0	10.5	13.6
Professional	13.1	5.9	11.9	46.4	52.9	47.5	40.5	41.2	40.6
TOTAL	25.0	31.2	28.1	53.9	45.3	49.6	21.1	23.5	22.3

The area of social life, which has such positive ratings in Figure 16, shows some noteworthy differences when the ratings are broken down by sex and degree level (Figure 25). Masters graduates, particularly women, are much less satisfied with social life than are the other groups of respondents, and women graduates in general seem to be less satisfied with this area. Compared with the other areas of university life which have been reviewed, the percentage of respondents rating this area as poor is not high, but it is interesting that there is such variety in the distribution of ratings as shown in Figure 25.

Black graduates, combining sexes and degree levels, are much less satisfied with the area of social life (28.6% good, 23.8% poor) than are white graduates (67.7% good, 3.3% poor) and other minorities (51.7% good, 3.4% poor). Once again the reminder is made, however, that the low response rate of minority graduates makes these findings somewhat open to question.

Figure 25

Percentage Distribution of Ratings of the Social Life Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	75.9	72.7	74.3	21.8	24.6	23.2	2.3	2.8	2.5
Masters	46.2	28.6	36.2	48.4	56.3	52.9	5.5	15.1	11.0
Graduate	53.6	65.0	58.3	46.4	25.0	37.5	0.0	10.0	4.2
Professional	56.6	25.0	52.2	40.4	68.8	44.3	3.0	6.3	3.5
TOTAL	68.7	63.4	66.2	28.6	31.3	29.9	2.7	5.3	3.9

Before discussing the ratings of the area, help with course work, it may be useful to explain that this area was included to solicit graduates' responses in regard to the ease with which they had been able to get informal assistance with course work while they were enrolled here. Because the item was not explained on the survey, respondents may not have known just what they were supposed to be rating. As the ratings of this area are examined (Figure 26), a prominent feature is that a majority of respondents of both sexes and across all degree levels checked the adequate category. This feature, possibly, results from the rather unspecific nature of the question and tends to suggest that ratings of the whole area may be somewhat less than useful. Perhaps phrasing the question, "Were your professors available outside of class when you needed extra help?", would have been more representative of the intent of the question. Nevertheless, the findings taken at face value suggest that professional graduates are much less satisfied with the help with course work that they feel they received. Women also tend to be somewhat less satisfied with this area of university life.

Differences across races suggest that blacks are much less satisfied with the area of help with course work than are whites or other minority graduates. One-third of the black respondents (34.2%) rated this area as poor (11.9% whites, 8.0% other minorities) while only 7.9% rated it good (25.8% whites, 28.0% other minorities). While one should not overlook the fact that 57.9% of the black respondents rated the area as adequate and that the black response rate to the survey was low, it appears that our black graduates perceive a need for substantial improvement in this area, however one defines that area.

Figure 26

Percentage Distribution of Ratings of the Help With Course Work Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	21.1	24.9	23.0	67.1	61.2	64.1	11.7	13.9	12.8
Masters	36.6	36.6	36.6	61.0	52.8	56.1	2.4	10.6	7.3
Doctorate	42.3	26.7	36.6	57.7	53.3	56.1	0.0	20.0	7.3
Professional	19.2	6.7	17.2	56.4	73.3	59.1	24.4	20.0	23.7
TOTAL	23.8	26.9	25.3	64.6	59.6	62.1	11.6	13.5	12.5

The last area of university life which graduates were asked to rate is athletic activities, and the distribution of ratings by respondents is shown in Figure 27. Except for women masters graduates, a majority of the respondents in all groups rate this area as good, and only women masters and doctoral graduates show much of a poor rating. As one considers these findings, the thought comes to mind as to whether respondents were rating our inter-collegiate athletic programs, the availability of activities and facilities for informal use,

the intramural programs, or a combination of all three. While it is impossible to know what respondents did have in mind, comments added to the survey by a few respondents suggest that all three types of activities were being considered. At all four degree levels women tend to be slightly less satisfied with the area of athletic activities than men which may reflect the comparatively fewer activities and facilities available to women at The University.

Figure 27

Percentage Distribution of Ratings of the Athletic Activities Area by May, 1977 Graduates, by Sex and Degree Earned

	RATING								
	Good			Adequate			Poor		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	75.2	71.8	73.6	23.0	24.2	23.6	1.8	3.9	2.8
Masters	63.6	44.4	53.1	31.8	43.5	38.3	4.5	12.0	8.7
Doctorate	58.8	50.0	56.0	38.2	37.5	38.0	2.9	12.5	6.0
Professional	70.1	50.0	67.3	26.8	43.8	29.2	3.1	6.3	3.5
TOTAL	72.4	66.0	69.4	25.3	28.4	26.7	2.4	5.6	3.9

When sexes and degree levels are combined for an analysis of the ratings by race, the findings show that minority students tend to give a higher percentage of adequate ratings, a lower percentage of good ratings, and a slightly higher percentage of poor ratings. The differences are not particularly noteworthy.

To sum up this rather lengthy review of the ratings of graduates of various areas of university life, there are three points which deserve mention even though all have been discussed before. First, the rather unspecific nature of the questions as they were used on the survey makes any interpretation

of the findings somewhat speculative. Second, the low response rate to the survey, particularly for minority students, means that there is a sizable number of May, 1977 graduates for whom ratings are not available. Third, despite the drawbacks, the findings presented here may be accepted as descriptive of the impressions our graduates have of university life as they encountered it in Chapel Hill. The limitations of the data place constraints on attempts to interpret the findings but they do not negate the usefulness of the findings.

Graduate's Feelings About Carolina

The final section of the questionnaire to which graduates specifically were asked to respond was designed to garner information on general feelings the May, 1977 graduates have about UNC-CH. Seven statements (shown below) were included in the survey and the graduates were asked to indicate the extent of their agreement or disagreement with each statement (four categories were available: strongly agree, agree, disagree, strongly disagree).

1. I have been disappointed with my experience at Carolina.
2. Minority students are treated the same as other students at UNC-CH.
3. Academic standards at this University should be higher.
4. Minority students do not seem to fit in well at Carolina.
5. I am glad that I chose to attend this University.
6. There was too much emphasis on grades in my classes at UNC-CH.
7. I would encourage a good friend to choose Carolina.

Because of the general nature of these statements, one must be cautious in interpreting the responses provided by the graduates. The responses, however, do supply some interesting information on how the May, 1977 graduates of UNC-CH view their experiences here as expressed during the summer after graduation.

The seven statements fit three broad categories: (1) general feelings about The University, statements #1, 5, and 7; (2) general feelings about minority students at The University, statements #2 and 4; and, (3) general feelings about the academic situation at The University, statements #3 and 6.

Figure 28 presents the responses of all graduates regarding their agreement or disagreement with the seven statements. Responses to statements #1, 5, and 7 indicate that most graduates have positive feelings about UNC-CH. Of the graduates responding to statement #1, 93.6% disagree, to some extent, that they have been disappointed with their experiences at Carolina. For statement #5, 95.5% agree that they are glad they chose to attend The University, and 94.0% agree that they would encourage a good friend to choose UNC-CH (statement #7). While there is no doubt that The University should be encouraged by receiving ninety percent positive ratings from its graduates, there is a need to remember that over 50% of the May, 1977 graduates did not respond to the survey. Whether or not these non-respondents feel differently about Carolina cannot be determined, but one should remember that the findings presented here are not necessarily representative of all the graduates.

The graduates' feelings about minority students is a category which cannot be interpreted with much certainty. The two statements which refer to this category (#2 and 4) were composed carefully; however, now that replies to the survey have been received, it is clear that these two statements appeared rather ambiguous to the respondents. A partial measure of this is the fact that these two statements show the highest rate of non-completion of the seven statements and that a number of respondents qualified their responses to these two statements by adding comments (some of these are presented in the Appendices).

In reviewing the degree of agreement or disagreement to #2, one finds that 64.0% of the respondents express some agreement that minority students are

Figure 28

Degree to which May, 1977 Graduates Agreed/Disagreed with Statements about UNC-CH

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		No Response[1]	
	#	%	#	%	#	%	#	%	#	%
1. I have been disappointed with my experiences at Carolina.	19	1.3	77	5.6	542	36.4	851	57.2	25	1.7
2. Minority students are treated the same as other students at UNC-CH.	149	10.4	769	53.6	379	26.4	137	9.6	80	5.3
3. Academic standards at this University should be higher.	166	11.4	560	38.4	678	46.5	55	3.8	55	3.6
4. Minority students do not seem to fit in well at Carolina.	27	1.9	202	14.2	987	69.4	207	14.5	91	6.0
5. I am glad that I chose this University.	973	65.8	439	29.7	53	3.6	14	0.9	35	2.3
6. There was too much emphasis on grades in my classes at UNC-CH.	181	12.4	499	34.1	691	47.2	94	6.4	49	3.2
7. I would encourage a good friend to choose Carolina.	867	59.6	500	34.4	66	4.5	21	1.4	60	4.0

[1]Respondents in this category are excluded from the percentages of respondents noting agreement or disagreement.

treated the same as other students at UNC-CH. Correspondingly, of course, this also means that 36.0% feel that minority students are not treated the same. A qualification to this latter finding is that many respondents who indicated disagreement with the statement included comments to the effect that they felt minority students might even be treated better than other students. Many respondents, for example, suggested that pressure from the U.S. Department of Health, Education, and Welfare was causing The University to implement differential admission policies for minority students.

Responses to statement #4 show that 83.9% of the respondents disagree that minority students do not seem to fit in well at this institution. When this response is combined with the graduates' responses to statement #2, the findings may suggest that a solid majority of the respondents feel that the general role of minority students on campus is not too different from that of white students.

Considering the third broad category represented by statements #3 and 6, the academic situation at UNC-CH, the findings indicate strong feeling on both sides of the category. Regarding the statement that academic standards should be higher (#3), 49.8% agree while 50.2% disagree. While it is interesting to note that almost half of the respondents feel that academic standards could be higher at Carolina, one should not extend the interpretation of this finding to infer that half of the respondents feel that academic standards are too low here. The statement said nothing about low standards and it seems reasonable for respondents to feel that academic standards could be higher without feeling that they are currently too low. One respondent may have had the same thought in mind in commenting that the statement was difficult to answer because it seems that standards could always be somewhat higher but that checking agreement infers that standards are too low as they are (this respondent left

the item blank).

Statement #6 was designed to see if graduates felt there had been too much emphasis on grades during their enrollment here. As 46.4% of the respondents express agreement with the statement, it would seem that some review of the grading process might be in order. It is possible, however, that this finding is not a direct reaction to the policies of UNC-CH; rather, it may be that the graduates were responding to the pressures of getting into graduate or professional schools where the demand for top grades is great. As is true with all seven statements, the temptation to interpret these findings is subject to the dangers of over-generalization. One must be wary both of ignoring potentially important findings and of overreacting to possibly insignificant results. In order to expand upon the findings on graduates' responses to the statements and to further an understanding of the responses, the data from Figure 28 will be presented to show differences between sexes, among races, and across degree levels.

More detail on the responses to statement #1 is shown in Figure 29; note that agreement with the statement indicates that respondents are dissatisfied with their experiences. Women appear slightly more disappointed with their experiences here than do men, and masters graduates appear less satisfied than graduates with other degrees. On the whole, however, the preponderance of ratings in the disagree columns seems to indicate that most graduates are satisfied with the experiences they encountered at Carolina. Differences by race also show a clear majority of respondents disagreeing with the statement, but 23.8% of the black graduates express agreement with the statement as compared to 5.9% of white graduates and 10.0% of other minorities.

A majority of respondents in all the categories in Figure 30 indicate some degree of agreement with the statement that minority students are treated

Figure 29

"I have been disappointed with my experiences at Carolina."

Percentage Distribution of Responses[1]

	Strongly Agree			Agree			Disagree			Strongly Disagree		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	0.2	1.5	0.9	1.9	5.5	3.7	31.6	34.6	33.1	66.3	58.3	62.3
Masters	2.8	2.6	2.7	7.3	12.9	10.6	44.0	52.9	49.2	45.9	31.6	37.5
Doctorate	0.0	0.0	0.0	5.6	4.2	5.0	41.7	45.8	43.3	52.8	50.0	51.7
Professional	1.9	5.0	2.4	5.8	5.0	5.7	32.0	40.0	33.3	60.2	50.0	58.5
TOTAL	0.8	1.8	1.3	3.4	7.1	5.2	33.9	39.1	36.4	61.9	52.1	57.2

[1]Respondents who left this item blank are excluded in calculating percentages; this applies to Figures 30-37, also.

Figure 30

"Minority students are treated the same as other students at UNC-CH."

Percentage Distribution of Responses

	Strongly Agree			Agree			Disagree			Strongly Disagree		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	11.1	11.0	11.0	48.6	57.7	53.2	29.4	24.6	27.0	10.9	6.7	8.8
Masters	8.0	8.4	8.2	51.0	63.6	58.4	24.0	24.5	24.3	17.0	3.5	9.1
Doctorate	8.6	15.0	10.9	62.9	45.0	56.4	17.1	35.0	23.6	11.4	5.0	9.1
Professional	8.8	10.0	9.0	45.1	55.0	46.7	27.5	25.0	27.0	18.6	10.0	17.2
TOTAL	10.2	10.6	10.4	49.1	58.5	53.6	27.9	24.9	26.4	12.8	6.1	9.6

the same as other students. In general, women seem slightly more in agreement with the statement than men, and professional graduates appear to disagree with the statement somewhat more often than other graduates. Figure 31 presents the distribution of responses to statement #2 by race. Clearly the black respondents differ markedly in their reactions to this statement and appear to feel that minority students are not treated the same as other students. Given the low response rate from black graduates and the non-specific nature of statement #2, however, more research in this area is needed before any definitive conclusions can be drawn.

Figure 31

"Minority students are treated the same as other students at UNC-CH." Distribution of Responses by Race

Race	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
White	148	10.9	751	55.1	344	25.3	129	9.5
Black	0	0.0	3	7.1	24	57.1	15	35.7
Other	1	3.3	15	50.0	11	36.7	3	10.0

From the comments added to the survey by several respondents, it appears that statement #3 was not clear to the graduates. Some respondents were unsure about the intent of the question. Did it apply to their own program or school, to undergraduate study only, or to the entire institution? The statement was left blank by a number of respondents apparently because of this confusion, and many respondents qualified their responses by saying that it applied only to their school, etc. Due to this confusion the responses to statement #3 should be regarded with some reservation. Figure 32 presents the responses to this statement about academic standards.

Figure 32

"Academic standards at this University should be higher."

Percentage Distribution of Responses

	Strongly Agree			Agree			Disagree			Strongly Disagree		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	9.6	8.8	9.2	44.4	31.2	37.8	43.6	55.6	49.6	2.3	4.5	3.4
Masters	17.9	18.5	18.3	50.0	31.8	39.3	29.2	47.0	39.7	2.8	2.6	2.7
Doctorate	14.3	13.0	13.8	40.0	56.5	46.6	37.1	13.0	27.6	8.6	17.4	12.1
Professional	15.8	5.3	14.2	37.6	36.8	37.5	41.6	52.6	43.3	5.0	5.3	5.0
TOTAL	11.8	10.9	11.4	44.1	32.3	38.4	41.0	52.3	46.5	3.1	4.5	3.8

Figure 33

"Minority students do not seem to fit in well at Carolina."

Percentage Distribution of Responses

	Strongly Agree			Agree			Disagree			Strongly Disagree		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	1.6	2.2	1.9	18.5	8.5	13.5	68.8	66.9	67.9	11.1	22.4	16.8
Masters	3.0	0.0	1.2	19.2	11.6	14.7	67.7	78.1	73.9	10.1	10.3	10.2
Doctorate	0.0	0.0	0.0	15.2	23.5	18.0	78.8	70.6	76.0	6.1	5.9	6.0
Professional	4.1	5.3	4.3	19.4	10.5	17.9	70.4	68.4	70.1	6.1	15.8	7.7
TOTAL	2.0	1.7	1.9	18.6	9.6	14.2	69.3	69.4	69.4	10.1	19.3	14.5

Women seem less likely to agree with the statement than men, and bachelors graduates are less likely to agree with the statement than other graduates. It is interesting to note that a majority of respondents at the masters, doctoral, and professional levels, when the sexes are combined, agree that academic standards should be higher at UNC-CH. The single group with the highest percentage of responses in agreement with statement #3 is women doctoral graduates (69.6%) and the second highest is men masters graduates (67.9%). Why these two groups should have more than two-thirds of the respondents agreeing with the statement is open to speculation.

Differences by race in responses to statement #3 show that black graduates are the least in agreement with the statement (22.5% agree) when compared to white graduates (50.1%) and other minorities (72.4%).

Figures 33 and 34 show responses to statement #4. That over three-quarters of all respondents in every category shown in Figure 33 disagree with this statement can be interpreted, possibly, as a positive indication of the general acceptance of minority students on this campus. Professional graduates and men seem slightly more inclined to agree with the statement than women and graduates at other levels. Figure 34 shows the distribution of responses to statement #4 by race, and one finds that other minority graduates are more likely to agree with the statement (33.3%) than are blacks (19.5%) or whites (15.6%). Perhaps the smaller the representation of a racial group in a particular environment, the more likely it is that members of the group will feel slightly apart from other groups.

In reviewing the findings on responses to statement #4 in conjunction with responses to statement #2 presented previously, the following scenario is suggested. White graduates believe that minority students are treated the same as other students (66.0% agree) and that minority students seem to fit

in well at UNC-CH (84.4% disagree that minorities do not fit in). Black graduates, who are seriously underrepresented among the respondents, seem to agree that minority students fit in at Carolina (80.5% disagree as above), but they do not feel that minority students are treated the same as other students (92.9% disagree). Graduates of other minorities, on the other hand, feel that minority students are treated the same (53.3% agree), but one-third of these graduates agree with the statement that minority students do not fit in well. The differences in responses to these two statements by graduates of different races are open to a wide variety of interpretations depending upon the interpreter's point of view. That the differences are interesting and informative is certain, but the meaning of the differences remains largely unknown pending further research.

Figure 34

"Minority students do not seem to fit in well at Carolina." Distribution of Responses by Race

Race	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
White	26	1.9	186	13.7	947	69.9	196	14.5
Black	0	0.0	8	19.5	23	56.1	10	24.4
Other	1	3.7	8	29.6	17	63.0	1	3.7

Responses to statement #5, Figure 35, indicate that nearly all graduates are glad they chose to attend UNC-CH. Except at the professional degree level, women were slightly more likely to disagree with the statement, and masters graduates, combining the sexes, seem to be more likely to disagree than other graduates. Looking at differences by races shows that white graduates had the highest percentage agreeing with statement #5 (96.0%) compared to black

Figure 35

"I am glad that I chose to attend this University."

Percentage Distribution of Responses

	Strongly Agree			Agree			Disagree			Strongly Disagree		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	72.5	73.2	72.9	24.8	23.1	23.9	2.1	2.9	2.5	0.6	0.8	0.7
Masters	48.6	41.4	44.4	44.9	48.7	47.1	4.7	7.9	6.6	1.9	2.0	1.9
Doctorate	52.8	60.0	55.7	44.4	24.0	36.1	2.8	12.0	6.6	0.0	4.0	1.6
Professional	58.7	42.1	56.1	34.6	57.9	38.2	5.8	0.0	4.9	1.0	0.0	0.8
TOTAL	66.4	65.2	65.8	29.8	29.5	29.7	3.0	4.2	3.6	0.8	1.1	0.9

Figure 36

"There was too much emphasis on grades in my classes at UNC-CH."

Percentage Distribution of Responses

	Strongly Agree			Agree			Disagree			Strongly Disagree		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	14.6	14.9	14.8	40.1	42.2	41.2	42.6	39.3	41.0	2.7	3.5	3.1
Masters	3.7	2.6	3.1	11.2	14.6	13.2	67.3	67.5	67.4	17.8	15.2	16.3
Doctorate	5.9	0.0	3.6	5.9	4.8	5.5	61.8	71.4	65.5	26.5	23.8	25.5
Professional	15.7	15.0	15.6	30.4	35.0	31.1	49.0	45.0	48.4	4.9	5.0	4.9
TOTAL	12.8	11.9	12.4	33.2	35.0	34.1	47.8	46.5	47.2	6.2	6.6	6.4

graduates (83.3%) and other minority graduates (86.7%).

Figure 36 shows that bachelors and professional graduates express more agreement that there is too much emphasis on grades than do masters and doctoral graduates. Perhaps this should be expected because masters and doctoral students generally take fewer formal classes than other students and tend to be "graded" (evaluated) in terms of overall competence instead of classroom performance. Few differences in response to statement #6 seem apparent between sexes or in unreported figures for races. The significance of Figure 36 seems to be that 55.9% of bachelors graduates and 46.7% of professional graduates agree that too much emphasis on grades was evident in their classes as compared to 16.3% of masters graduates and 9.1% of doctoral graduates.

Remembering that 59.6% of all graduates who responded to statement #7 checked the "Strongly Agree" category (Figure 28), it is interesting to note the differences between sexes and across degree levels in the ways in which groups of graduates responded to the statement (Figure 37). Undergraduates show the highest percentage of respondents expressing some degree of agreement with statement #7 (96.1%), professional graduates are second (91.7%), doctoral graduates are third (91.5%), and masters graduates show the lowest percentage agreeing with the statement that they would encourage a good friend to come here (87.3%). When all degree levels are combined, men show a higher percentage agreeing with this statement (95.3%) than women (92.6%). Despite these differences, however, the overwhelming majority of graduates clearly agree that they would recommend UNC-CH to a good friend. The same high percentages of graduates agree with statement #7 when differences among races are examined, but black graduates show somewhat less agreement (78.0%) than white graduates (94.6%) or other minority graduates (89.7%).

To summarize this section of the report on May, 1977 graduates, the

Figure 37

"I would encourage a good friend to choose Carolina."

Percentage Distribution of Responses

	Strongly Agree			Agree			Disagree			Strongly Disagree		
Degree Earned	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	67.5	65.5	66.5	29.6	29.6	29.6	2.5	3.7	3.1	0.4	1.2	0.8
Masters	41.3	34.0	37.1	50.0	50.3	50.2	6.7	11.6	9.6	1.9	4.1	3.2
Doctorate	41.2	48.0	44.1	50.0	44.0	47.5	2.9	4.0	3.4	5.9	4.0	5.1
Professional	57.3	50.0	56.2	35.0	38.9	35.5	5.8	11.1	6.6	1.9	0.0	1.7
TOTAL	61.3	57.9	59.6	34.1	34.7	34.4	3.6	5.5	4.5	1.1	1.8	1.4

following brief comments, organized around the three, broad categories of the statements, are offered.

1. General feelings about The University, statements #1, 5, and 7: There should be no doubt that the graduates who responded to the survey have very positive feelings about Carolina. They are not disappointed with their experiences here, they are glad they attended here, and they would encourage friends to come here. Differences by race, sex, and degree earned indicate that for all three statements blacks, women, and masters graduates show slightly less positive feelings regarding UNC-CH.

2. General feelings about minority students, statements #2 and 4: Most respondents seem to feel that minority students are treated the same as other students and that minority students do fit in well at this institution. For black graduates, however, a substantial majority express the feeling that minority students are not treated the same as other students.

3. General feelings about the academic situation, statements #3 and 6: Opinion across all respondents is evenly divided between agreement and disagreement with the statements. Interesting differences exist among graduates at different degree levels which may be explained partially by the nature of educational programs at the different levels. Differences by sex and race are not particularly noteworthy, but black graduates do differ noticeably in their disagreement with the statement that academic standards should be higher.

Concluding Comments

Given the volume of information contained in this report, there is no need to resummarize the findings here. There is, nevertheless, a need

to mention (and in some cases repeat) a few general comments concerning the survey.

First, the importance of the data as information cannot be overstressed. Prospective students, parents, faculty, alumni, current students, and administrators should be aware of this survey and of the useful information it contains. Many respondents to the survey commented that they wished such information, as was being gathered in the survey, had been available to them while they were still enrolled.

Second, differences among groups of graduates in their responses to the survey should not be overlooked. The findings presented here indicate that bachelors graduates are different from doctoral graduates, that men are different from women, that blacks are different from whites, etc. These differences influence the findings and recognition of group variation is an important aspect of the survey. One should be somewhat cautious, however, of overgeneralizing from these findings on specific points until further research can be done.

Third, in using information from the survey, the low response rate (46.1%) should be remembered. While there may be no compelling reason to believe that non-respondents are different from respondents, that cannot be proved and, hence, the findings in this report should not be interpreted as representative of all May, 1977 graduates of UNC-CH.

Fourth, questions on the survey were not always clear to respondents and often did not allow sufficient latitude for respondents to indicate their actual feelings. The severity of this problem is difficult to estimate, but any interpretation of the findings should be aware of this limitation.

Fifth, more information is available from the survey than has been reported

here. Requests for additional information should be directed to the Office of Institutional Research.

Many persons contributed their time and effort in the preparation of this report and their assistance should not go unnoticed. Kappa Mann assumed complete responsibility for typing the report and her help has always been cheerful, prompt, and much appreciated. Bob Joesting and others at ADP provided reams of computer printout without which the report would have been impossible to compile. Mike McCulley lent his artistic talents to the preparation of the bar graphs which add some needed variety to the report. Thanks, also, to everyone in the Registrar's Office for their help with folding, stuffing, addressing, and stamping the surveys; and, lastly, to the May, 1977 graduates are extended sincere appreciation for their willingness to participate in the survey.

APPENDIX

FIGURE A

Current Activities of May, 1977 Graduates of UNC-CH

by Race, Sex, and Degree Earned

		Continuing Education						Working						Not Working						TOTAL					
		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
Degree	Race	#	%[1]	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Bachelors	White	184	37.2	102	21.3	286	29.3	237	47.9	231	48.1	468	48.0	74	14.9	147	30.6	221	22.7	495	100	480	100	975	100
	Black	4	36.4	6	30.0	10	32.3	2	18.2	6	30.0	8	25.8	5	45.5	8	40.0	13	41.9	11	100	20	100	31	100
	Other	4	66.7	0	0.0	4	25.0	1	16.7	6	60.0	7	43.8	1	16.7	4	40.0	5	31.3	6	100	10	100	16	100
	TOTAL	192	37.5	108	21.2	300	29.4	240	46.9	243	47.6	483	47.3	80	15.6	159	31.2	239	23.4	512	100	510	100	1022	100
Masters	White	16	15.4	5	3.5	21	8.5	81	77.9	92	64.8	173	70.3	7	6.7	45	31.7	52	21.1	104	100	142	100	246	100
	Black	1	50.0	0	0.0	1	12.5	0	0.0	4	66.7	4	50.0	1	50.0	2	33.3	3	37.5	2	100	6	100	8	100
	Other	2	66.7	1	14.3	3	30.0	1	33.3	6	85.7	7	70.0	0	0.0	0	0.0	0	0.0	3	100	7	100	10	100
	TOTAL	19	17.4	6	3.9	25	9.5	82	75.2	102	65.8	184	69.7	8	7.3	47	30.3	55	20.8	109	100	155	100	264	100
Doctorate	White	0	0.0	2	8.7	2	3.6	32	97.0	17	73.9	49	87.5	1	3.0	4	17.4	5	8.9	33	100	23	100	56	100
	Black	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	100	1	100	1	100
	Other	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0	3	75.0	0	0.0	1	100.0	1	25.0	3	100	1	100	4	100
	TOTAL	0	0.0	2	8.0	2	3.3	35	97.2	18	72.0	53	86.9	1	2.8	5	20.0	6	9.8	36	100	25	100	61	100
Professional	White	6	5.9	2	10.5	8	6.6	91	89.2	11	57.9	102	84.3	5	4.9	6	31.6	11	9.1	102	100	19	100	121	100
	Black	0	0.0	0	0.0	0	0.0	1	50.0	1	100.0	2	66.7	1	50.0	0	0.0	1	33.3	2	100	1	100	3	100
	Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	100	0	100	0	100
	TOTAL	6	5.8	2	10.0	8	6.5	92	88.5	12	60.0	104	83.9	6	5.8	6	30.0	12	9.7	104	100	20	100	124	100
TOTAL[2]	White	206	28.1	111	16.7	317	22.7	441	60.1	351	52.9	792	56.7	87	11.9	202	30.4	289	20.7	734	100	664	100	1398	100
	Black	5	33.3	6	21.4	11	25.6	3	20.0	12	42.9	15	34.9	7	46.7	10	35.7	17	39.5	15	100	28	100	43	100
	Other	6	50.0	1	5.6	7	23.3	5	41.7	12	66.7	17	56.7	1	8.3	5	27.8	6	20.0	12	100	18	100	30	100
	TOTAL	217	28.5	118	16.6	335	22.8	449	59.0	375	52.8	824	56.0	95	12.5	217	30.6	312	21.2	761	100	710	100	1471	100

[1] Percentages calculated within categories by type of activity; for instance, 184 white, male, bachelors graduates continuing their education are 37.2% of all white, male, bachelors graduates.

[2] Information not available for 43 respondents.

Figure B

Degree Pursued by May, 1977 Graduates
by Race and Degree Earned

DEGREE PURSUED

Degree Earned	Race	Masters #	Masters %	Doctorate #	Doctorate %	Professional #	Professional %	Total #
Bachelors								
	White	131	45.8	26	9.1	129	45.1	286
	Black	4	40.0	0	0.0	6	60.0	10
	Other	0	0.0	3	75.0	1	25.0	4
Masters								
	White	1	4.8	19	90.5	1	4.8	21
	Black	0	0.0	1	100.0	0	0.0	1
	Other	0	0.0	2	66.7	1	33.0	3
Doctorate								
	White	1	50.0	1	50.0	0	0.0	2
	Black	0	0.0	0	0.0	0	0.0	0
	Other	0	0.0	0	0.0	0	0.0	0
Professional								
	White	8	100.0	0	0.0	0	0.0	8
	Black	0	0.0	0	0.0	0	0.0	0
	Other	0	0.0	0	0.0	0	0.0	0
Total								
	White	141	44.5	46	14.5	130	41.0	317
	Black	4	36.4	1	9.1	6	54.5	11
	Other	0	0.0	5	71.4	2	28.6	7

Figure C

Percentage of May, 1977 Graduates Satisfied With Their Employment by Type and Place of Employment and by Degree Earned

Degree Earned	Job Satisfaction	Permanent NC	Permanent Other	Temporary NC	Temporary Other	All NC	All Other
Bachelors							
	Satisfied	79.7	85.7	50.8	74.2	74.1	83.4
	Not Satisfied	5.1	4.0	29.5	19.4	9.8	7.0
	Unsure	15.2	10.3	19.7	6.5	16.1	9.6
Masters							
	Satisfied	81.8	89.9	70.0	66.7	80.6	89.0
	Not Satisfied	6.8	5.1	20.0	33.3	8.2	6.1
	Unsure	11.4	5.1	10.0	0.0	11.2	4.9
Doctorates							
	Satisfied	90.9	88.5	77.8	83.3	85.0	87.5
	Not Satisfied	9.1	7.7	22.2	0.0	15.0	6.3
	Unsure	0.0	3.8	0.0	16.7	0.0	6.3
Professionals							
	Satisfied	87.8	93.1	100.0	95.0	90.6	93.9
	Not Satisfied	2.4	3.4	0.0	0.0	1.9	2.0
	Unsure	9.8	3.4	0.0	5.0	7.5	4.1
Total							
	Satisfied	81.3	88.1	62.0	81.7	77.7	86.9
	Not Satisfied	5.3	4.6	23.9	11.7	8.8	5.9
	Unsure	13.4	7.3	14.1	6.7	13.5	7.2

Selected Comments from Respondents to the Survey of May, 1977 Graduates of UNC-CH *

This section presents a selected number of verbatim comments which respondents voluntarily added to their returned surveys. The selection procedure was not particularly systematic, but an attempt was made to include comments representative of all points of view. Anyone wishing to review comments supplied by all respondents should contact the Office of Institutional Research. The comments included here are presented in three categories: (1) those comments pertaining to advising, (2) those comments about minority representation on campus, and (3) general comments about UNC-CH. These comments are presented for information purposes only and should not be construed as representative of all respondents or as representing opinions endorsed by the Office of Institutional Research.

*The comments were removed before submitting to the ERIC Clearinghouse. Interested parties may contact Dr. Sanford in Chapel Hill.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

SURVEY OF MAY 1977 GRADUATES

01 Please carefully print the information requested below:

Soc Sec Number ☐☐☐ – ☐☐ – ☐☐☐☐

NAME _____
First *Middle Initial* *Last*

PERMANENT ADDRESS: (An address where you can be reached in approximately one year from now)

Street or Box Address _____

City _____ State _____ Zip _____

Country (if not USA) _____

AGE _____ ☐ Female (F) ☐ Male (M) Marital Status: ☐ Married (M) ☐ Single (S)

Ethnic Group (Check one) ☐ White, not of Hispanic Origin (1) ☐ Black, not of Hispanic Origin (2) ☐ Hispanic (3) ☐ American Indian or Alaskan Native (4) ☐ Asian or Pacific Islander (5)

Degree Level (check one) ☐ Bachelors (1) ☐ Masters (2) ☐ Doctors (3) ☐ DDS, JD, MD (4)

MAJOR _____ (Please be specific)

02 If you *do not* plan to continue your formal education within six months of graduation, *skip* this section and go to Part 03. (Also, see note at bottom of questionnaire)

I plan to continue my education at (name of institution) _____

Field of study _____

Type of degree: ☐ Masters (1) ☐ Doctors (2) ☐ DDS, JD, MD (3)

I will receive some type of scholarship or grant ☐ yes (1) ☐ no (2) ☐ uncertain (3)

If you complete this section, please *do not* complete sections 03 and 04.

03 If you *have accepted* employment *skip* this section and go to Part 04. If you *have not accepted* employment please check the appropriate box.

☐ 1 Still seeking employment, but have had a previous offer.

☐ 2 Still seeking employment, but *have not* had a previous offer.

☐ 3 Not seeking employment due to further studies (complete Part 02).

☐ 4 Not seeking employment for other reasons.

If you complete this section, please do not complete Part 04.

04 Please complete the items below *only* if you have accepted employment.

I have accepted: (check appropriate box)

☐ 1 Permanent-type employment in North Carolina

☐ 2 Permanent-type employment in Southeast, U.S. (not in North Carolina)

☐ 3 Permanent-type employment elsewhere

☐ 4 Temporary-type employment in North Carolina

☐ 5 Temporary-type employment in Southeast, U.S. (not in North Carolina)

☐ 6 Temporary-type employment elsewhere

Are you satisfied with your employment offer? ____ 1 Yes ____ 2 No ____ 3 Not sure

Please continue on the other side →

Note: For doctorates and professional students (DDS, MD, and JD) *any* postgraduate work, such as internships or post-doctoral appointments, should be considered as employment.

Please rate the performance of the University in meeting your needs in the following areas while you were enrolled: (check one response on each line)

	Good	Adequate	Poor	Don't know
1. Student financial aid				
2. Academic advising				
3. Library resources				
4. Personal counseling				
5. Admissions procedures				
6. Student housing				
7. Registration procedures				
8. Extracurricular activities				
9. Career planning				
10. Social life				
11. Help with course work				
12. Athletic activities				

Please note the degree of *your* agreement or disagreement with the following statements by checking the most appropriate response after each statement

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have been disappointed with my experiences at Carolina				
2. Minority students are treated the same as other students at UNC-CH				
3. Academic standards at this University should be higher				
4. Minority students do not seem to fit in well at Carolina				
5. I am glad that I chose to attend this University				
6. There was too much emphasis on grades in my classes at UNC-CH				
7. I would encourage a good friend to choose Carolina				

You are encouraged to comment on any of your responses, on particular experiences you had as a student here, or on your reaction to this questionnaire in the space provided below. We appreciate your help in answering these questions.

Please return to the Office of Institutional Research, UNC-CH, in the enclosed, stamped, return-addressed envelope. Thanks for your help.

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Office of Institutional Research

The University of North Carolina at Chapel Hill
02 South Building 005 A
Chapel Hill, N.C. 27514

July, 1977

Dear Carolina Grad:

Since 1972 The University of North Carolina at Chapel Hill has surveyed its May graduates in regards to their plans for employment, continued study, or other pursuits. The information which past graduates have furnished has been very helpful to the University in assessing the range of experiences pursued by its graduates. Also, we believe that information on the success of our graduates in finding satisfactory employment and information about the number of graduates who engage in post-graduate study will be of significant value in the planning for the future of this institution.

We, of course, need your assistance in this project and hope that you will take a few minutes of your time to complete the enclosed questionnaire. As we plan to send a follow-up questionnaire to a random sample of graduates next year, you are asked to indicate on the questionnaire an address where we can get in touch with you then. Please return the completed questionnaire to this office at your earliest convenience but no later than August 1, 1977. A stamped, return-addressed envelope is provided for your convenience.

Thank you for your assistance and cooperation in this project, and best wishes to you.

Sincerely,

Timothy R. Sanford

Timothy R. Sanford
Assistant Director

Enclosures

P.S. Please answer the questions on both sides of the questionnaire. Your responses will be confidential and will not be used in any way which will identify you as an individual.